

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) **Revised for School Year 2008-09** **Revisions Included**

School: Hunter-Kinard-Tyler Elementary

Principal: Debra W. Norman

District: Orangeburg Consolidated School
District Four

Superintendent: Dr. Darrell Johnson

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

2008–09 School Year of Implementation

Rationale

Hunter-Kinard-Tyler Elementary School, located in Neeses, South Carolina, is in Orangeburg Consolidated School District Four. The school is a Pre-6 school in a PreK-12 facility (along with Hunter-Kinard-Tyler High School). Our school serves three small rural communities – Neeses, Norway and Springfield. The school has a 90% poverty rate. The racial makeup of the student body is approximately 85% African-American students, 14% White students and 1% other. The professional staff consists of 1 principal, 1 guidance counselor, 2.5 Teacher Coaches (Literacy Coaches and Science Coach), .5 Gifted and Talented Teacher, 1 Special Education Teacher, 4 Related Arts Teachers, a Math Tutor and 22 Regular Classroom Teachers. There are 5 Teacher Assistants, 1 secretary, and 1 receptionist.

There are 378 students in the school. Currently, there are 156 African-American females, 131 African-American males, 44 White females, 33 White males, 5 Hispanic females, 3 Hispanic males, 2 Chinese females, 1 Chinese male, and 3 Other females. Over the past 2-3 years, we have noticed a slight increase in the Hispanic population due to the many farms in the area and the need for hired help. Approximately 82% of students receive free lunch, 8% receive reduced meals and 10% are full-paying students. The poverty rate is 90%. Most of our students (80%) ride the bus to school and 20% of them ride in a car. There are no students who walk or ride a bicycle to school. About 40% of our students live in single parent homes with mom being the parent and 15% live with grandparents. There are many extended and blended families. According to the 2007 Kids Count data, there are approximately 20% of students living below the poverty level in the three towns that we serve. The median income is \$26,000. The areas are classified as 100% rural.

Currently, 62 students are required to have Academic Assistance Plans in ELA and 71 students are required to have Academic Assistance Plans in math. These are about the same number of students currently who have plans as in the two previous years.

Students are tested three (3) times per year on Measures of Academic Progress (MAP) and Benchmark Assessment (the district's assessment portion of the curriculum). According to assessment results, students' scores have improved somewhat on both assessments, but there has not been a large showing of improvements as desired. Smaller, focused common assessments will be used in 2008-09 at shorter intervals of time so that students will retain information quicker and be assessed immediately after instruction is delivered; thus students should show greater gains on the Benchmark Assessment and on MAP.

Teachers maintain data notebooks of students' assessments and there is a data wall in our Teaching and Learning Room. Students are shown their test data and are encouraged to improve with each administration of an assessment. Teachers meet twice per week to analyze data and to discuss effective teaching strategies to improve learning.

Based on teacher surveys, there is a continued need to improve instruction through staff development (Differentiated Instruction, Six-Trait Writing, Literacy, Effective Teaching Strategies, Flexible Grouping, and Technology Integration) and the district's curriculum. Teacher surveys also indicate that there is a need for more parents to become involved in the learning process so that they will be able to assist their children with school assignments such as checking over homework daily, reviewing class skills with students, attending parenting classes at the school, and attending classes offered to parents by the school such as Adult Education.

Assessment data in 2007 indicates that students performed about the same as they did in 2005, but went down in 2006 on the state-standardized test, the Palmetto Achievement Challenge Test (PACT). The majority of students' scores tend to fall in the Below Basic and Basic categories. Data in 2005 indicated that there is a high percentage of students scoring in Below Basic and Basic: 80.3% in English language arts, 87.5% in mathematics, 90% in Science, and 93.1% in Social Studies. In 2006, the scores tended to rise in the lower scoring categories: 86.9% in English language arts, 90.8% in Mathematics, 93.7% in Science, and 95.2% in Social Studies. In 2007, the percentages fluctuated in all tested areas: 80.8% in English language arts, 89.3 in Mathematics, 91% in Science and 95.7%.

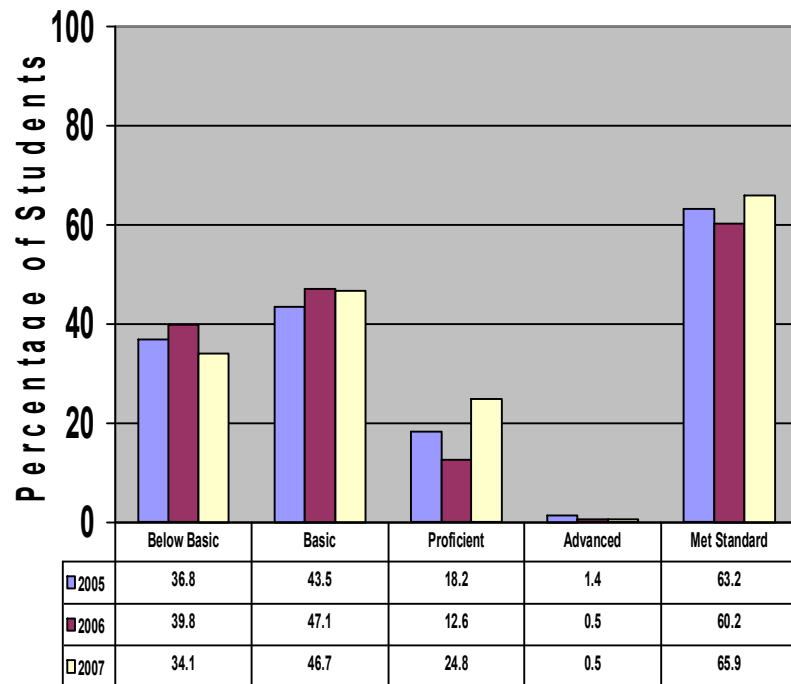
Regarding the proficient and advanced categories, it is noted that there are relatively few students who score in these categories and the numbers tend to decline each year. In the proficient category, the scores tend to fluctuate from 2005 to 2007, with 2007 being higher in all academic areas except Science. In 2005, in English language arts, students scored at 18.2% in 2005, then dropped to 12.6% and regained some ground in 2007 to the 24.8% level. In Mathematics, students started out at 9.1% in 2005, once again dropping to 8.3% in 2006, then climbing to 9.8% in 2007. In Science, in 2005 the percentage was 7.2% then regaining points in 2007 rising to 4.5%. In Social Studies, percentages were 5.3 in 2005, falling to 3.9 in 2006 and then rising to 9.8 in 2007.

The advanced category shows that in English language arts, the percentages declined from 1.4 to 0.5 from 2005 to 2007. In Mathematics, the percentage was 3.3 in 2005, declined to 1 and then further dropping to 0.9. In Science, we started out at 2.9% and dropped to 1.9%, but made a gain in 2007 to 4.5%. In Social Studies, the scores are similar to English language arts, in that in 2005, 1.4% of the students scored advances, then we dropped to 1% and finally in 2007 there was another decline to 0.9%

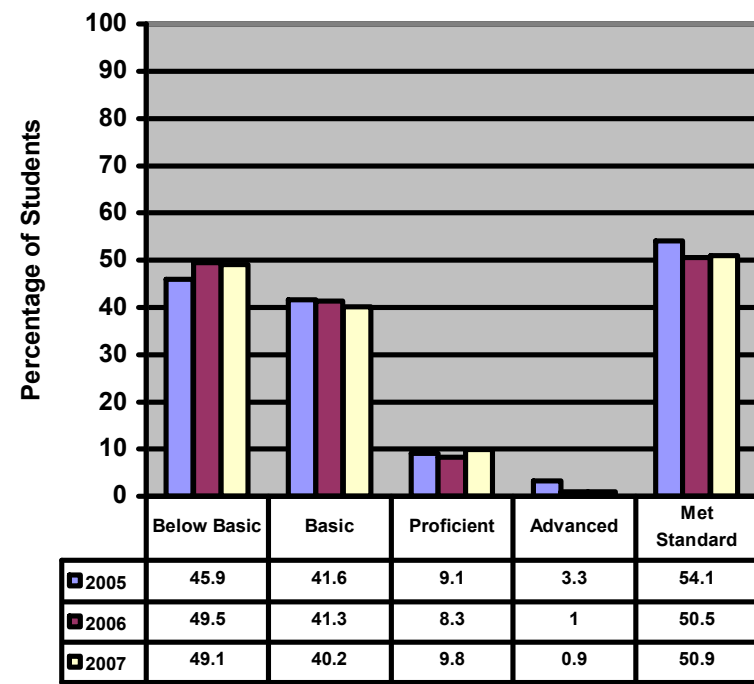
The number of students who met standard is higher in 2005 and 2007 than in 2006. Specifically, more students met standard in English language arts and Social Studies in 2007, but the rate was higher in Mathematics and Science in 2005. All scores for 2006 were lowest than in the above indicated years.

Palmetto Achievement Challenge Tests 3-Year Results

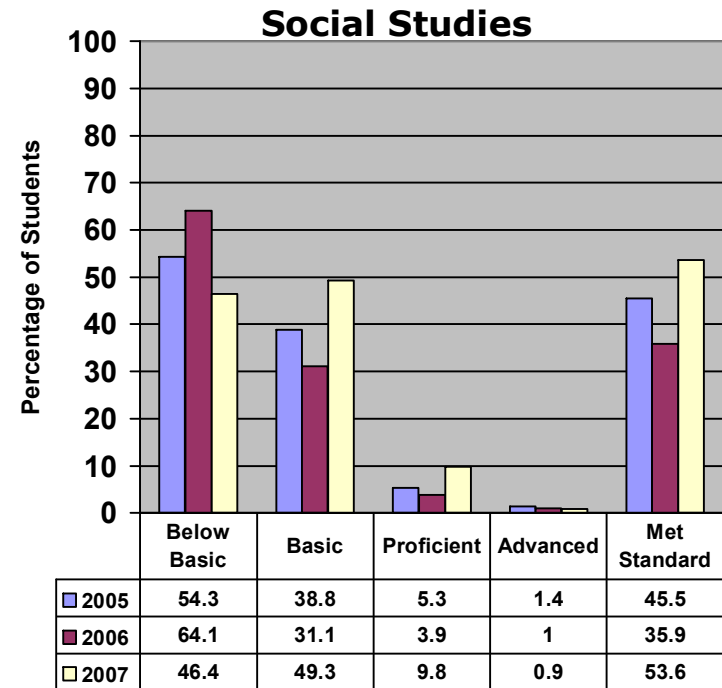
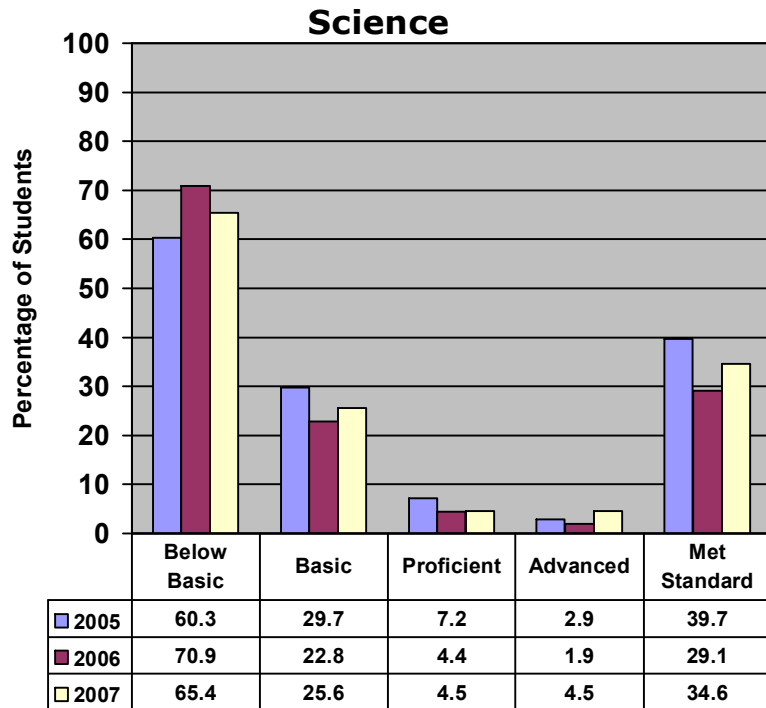
English/Language Arts



Mathematics



Palmetto Achievement Challenge Tests 3-Year Results



Based on assessment data given, there is a need to continue to focus on literacy development, mathematics processes, science inquiry skills, and continuous teacher professional development. Given this information, we conclude that these efforts will result in 15% of students tested in grades 3-6 realizing an increase of one level on the English Language Arts 2009 PACT assessment, 10% on the Mathematics 2009 PACT assessment, and 5% on the Science 2009 PACT assessment as compared to the 2008 PACT assessment which will result in Hunter-Kinard-Tyler Elementary meeting Expected Progress. This increase will be measured by the spring 2009 MAP assessment as correlated to the 2009 assessment using the NWEA MAP/PACT correlation chart.

As we prepared to develop the 2008-2009 Focused School Renewal Plan, a committee compiled information from various sources, such as data notebooks and data walls, teacher input, past PACT performance, the 2007-08 Focused School Renewal Plan, lesson plans, the district's curriculum, and professional development activities and needs. We also used the absolute value calculator to determine the number of students that are needed to help us move from the Unsatisfactory category on PACT. The results indicate that 25% of our students will need to improve on PACT to gain a .2 index to make the necessary gains for improvements. From all the sources gathered, we focused on 3 goals and activities that we hope will help our students to perform better in the classroom and on standardized testing. The goals that were selected include areas that are of most concern to us - English language arts, Mathematics and Science. We chose to include many of the activities from the 2007-2008 Focused School Renewal Plan because it was felt that we needed to continue those activities and to include new activities for the upcoming year. The committee consisted of the principal, the guidance counselor, the Instructional Coaches (3), and all grade level/departments chairs (9) for a total of 14 persons. Our plan was shared with all school stakeholders such as the rest of the instructional staff, the Parent-Teacher Organization (PTO), the School Improvement Council (SIC) and Dynamic Dads (an outgrowth of the SIC). All persons were given the opportunity to make suggestions regarding the goals in the plan.

School Timeline

July 2008

Activity/Action Plan	Person Responsible	Format	Time Frame
Schedule selected professional development activities	Principal, Instructional Coaches	Curriculum Development	Plan for Super Tuesdays
Review PACT preliminary data (if received)	Principal, Instructional Coaches	Instructional Planning	Mid July
Participate in district's summer professional activity	District Office Staff, Principal	Curriculum Development and Instructional Planning	Mid July
Mail staff and students welcome back letter with goals and district foci for 08-09	Principal	Goal Setting	End of month
Schedule Family Academic Nights	Principal, Parenting Coordinator	Family Involvement and Curriculum Development	2 nd Mondays in every other month
Revise Master Schedule to include 120 minutes of instruction in English language arts	Principal, Instructional Coaches	Curriculum Development and Instructional Planning	Mid July
Order materials/supplies needed for instruction	Principal, Department Chairs	Curriculum Development and Instructional Planning	Mid July

August 2008

Activity/Action Plan	Person Responsible	Format	Time Frame
Meet with Leadership Team to plan activities for school year	Principal, Instructional Coaches	Curriculum Development and Instructional Planning	Beginning of August
Disaggregate PACT preliminary data (if received)	Principal, Instructional Coaches	Instructional Planning	Beginning of August
Updates on summer workshops	Workshop Participants	Curriculum Development and Instructional Planning	1 st Week of School for Teachers
Follow-up training on Differentiated Instruction and Flexible Grouping	Principal, Workshop Participants	Curriculum Development and Instructional Planning	1 st Week of School for Teachers
Train new/Review present teachers on Compass Learning	District Staff, Instructional Coaches, Consultant	Coaching	1 st Week of School for Teachers
Review of Curriculum for needs, resources, management	Instructional Coaches	Curriculum Development and Instructional Planning	1 st Week of School for Teachers
Review of Curriculum Standards	Instructional Coaches, Consultants	Instructional Planning	1 st Week of School for Teachers
Daily Classroom Observations	Principal, Instructional Coaches	Observations	Beginning of school -

			throughout month
Super Tuesday Professional Development	Principal, Instructional Coaches	Curriculum Development, Instructional Planning	Weekly
Plan for Afterschool Program	Principal, Instructional Coaches, Afterschool Teachers	Curriculum Development, Instructional Planning, Collaboration	Last week of month

September 2008

Activity/Action Plan	Person Responsible	Format	Time Frame
Meet with students to set individual goals for MAP testing	Teachers	Goal Setting	1 Week before MAP testing
MAP Testing	Instructional Coaches	Curriculum Development	1 st 2 weeks of month
Test Analysis/ Disaggregate MAP Data	Teachers, Instructional Coaches	Scoring Student Assessment, Instructional Planning, Curriculum Development	Immediately after MAP Testing
Post Data Walls	Principal, Instructional Coaches, Teachers	Data Analysis	Immediately after MAP Testing
Begin Afterschool Program	Afterschool Teachers	Collaboration	Daily
Grade level planning with a focus on data analysis, effective teaching strategies, student achievement, and assessments	Grade Level/Department Chairs	Collaboration, Instructional Planning, Curriculum Development	Twice per week
Host PTO Meeting/Family Standards Night	PTO Officers, Principal, Parenting Coordinator, Reading Teachers	Informational, Collaboration	2 nd Monday of month
Book Talk	Principal	Reading/Study Groups	3 rd Tuesday of month
Super Tuesday Professional Development	Principal, Instructional Coaches	Curriculum Development, Instructional Planning	Weekly
Daily Classroom Observations	Principal, Instructional Coaches	Instructional Planning	Daily
Demonstration Lessons	Instructional Coaches	Instructional Planning	Monthly
Parent-Teacher Conference Day	Teachers, Principal, Instructional Coaches	Collaboration	End of month
Evaluation of FSRP	Principal, Instructional Coaches, Teachers	Curriculum Development, Instructional Planning, Collaboration	Once per month
Math Day	Teachers	Showcase of lessons	1 day
Hold Accelerated Reading Kickoff	Media Specialist	Kickoff Celebration	1 day at beginning of month

October 2008

Activity/Action Plan	Person Responsible	Format	Time Frame
Administer Benchmark Testing	Instructional Coaches	Curriculum Development	1 week – 2 nd week of month
Review Benchmark data	Principal, Instructional Coaches	Data Analysis, Instructional Planning	Immediately after Benchmark testing
Grade level planning with a focus on data analysis, effective teaching strategies, student achievement, and assessments	Grade Level/Department Chairs	Collaboration, Instructional Planning, Curriculum Development	Twice per week
Daily Classroom Observations	Principal, Instructional Coaches	Instructional Planning	Daily
Goals-Based Evaluations	Principal	Collaboration, Professional Development	3 rd Week of Month
Afterschool Program	Afterschool Teachers	Collaboration	Daily
Evaluation of FSRP	Principal, Instructional Coaches, Teachers	Curriculum Development, Instructional Planning, Collaboration	Once per month
Super Tuesday Professional Development	Principal, Instructional Coaches	Curriculum Development, Instructional Planning	Weekly
Math Day	Teachers	Showcase of lessons	1 day
Accelerated Reader Updates and Rewards	Media Specialist		Weekly
Meet with students to set individual goals for Benchmark testing	Teachers	Goal Setting	1 Week before Benchmark testing
Host Family Reading Night Out	PTO Officers, Principal, Parenting Coordinator, Reading Teachers	Informational, Collaboration	2 nd Monday of month

November 2008

Activity/Action Plan	Person Responsible	Format	Time Frame
Host PTO Meeting/Family Math Night	PTO Officers, Principal, Parenting Coordinator, Math Teachers and Tutor	Informational, Collaboration	2 nd Monday of month
Afterschool Program	Afterschool Teachers	Collaboration	Daily
Grade level planning with a focus on data analysis, effective teaching strategies, student achievement, and assessments	Grade Level/Department Chairs	Collaboration, Instructional Planning, Curriculum Development	Twice per week
Daily Classroom Observations	Principal, Instructional Coaches	Instructional Planning	Daily
Goals-Based Evaluations	Principal	Collaboration, Professional Development	3 rd Week of Month

Administer MAP Testing	Instructional Coaches	Curriculum Development	1 week – 2 nd week of month
Evaluation of FSRP	Principal, Instructional Coaches, Teachers	Curriculum Development, Instructional Planning, Collaboration	Once per month
Super Tuesday Professional Development	Principal, Instructional Coaches	Curriculum Development, Instructional Planning	Weekly
Math Day	Teachers	Showcase of lessons	1 day
Accelerated Reader Updates and Rewards	Media Specialist		Weekly
Meet with students to set individual goals for MAP testing	Teachers	Goal Setting	1 Week before MAP testing
Host PTO Meeting/Family Wellness Night	PTO Officers, Principal, Parenting Coordinator, Reading Teachers	Informational, Collaboration	2 nd Monday of month

December 2008

Activity/Action Plan	Person Responsible	Format	Time Frame
Continue administering Map Testing	Instructional Coaches	Curriculum Development	1 week – 2 nd week of month
Review MAP data	Principal, Instructional Coaches	Data Analysis, Instructional Planning	Immediately after Benchmark testing
Grade level planning with a focus on data analysis, effective teaching strategies, student achievement, and assessments	Grade Level/Department Chairs	Collaboration, Instructional Planning, Curriculum Development	Twice per week
Daily Classroom Observations	Principal, Instructional Coaches	Instructional Planning	Daily
Goals-Based Evaluations	Principal	Collaboration, Professional Development	3 rd Week of Month
Afterschool Program	Afterschool Teachers	Collaboration	Daily
Evaluation of FSRP	Principal, Instructional Coaches, Teachers	Curriculum Development, Instructional Planning, Collaboration	Once per month
Super Tuesday Professional Development	Principal, Instructional Coaches	Curriculum Development, Instructional Planning	Weekly
Math Day	Teachers	Showcase of lessons	1 day
Accelerated Reader Updates and Rewards	Media Specialist		Weekly

January 2009

Activity/Action Plan	Person Responsible	Format	Time Frame
Administer Benchmark Testing	Instructional Coaches	Curriculum Development	1 week – 2 nd week of month
Review Benchmark data	Principal, Instructional Coaches	Data Analysis, Instructional Planning	Immediately after Benchmark testing
Grade level planning with a focus on data analysis, effective teaching strategies, student achievement, and assessments	Grade Level/Department Chairs	Collaboration, Instructional Planning, Curriculum Development	Twice per week
Daily Classroom Observations	Principal, Instructional Coaches	Instructional Planning	Daily
Goals-Based Evaluations	Principal	Collaboration, Professional Development	3 rd Week of Month
Afterschool Program	Afterschool Teachers	Collaboration	Daily
Evaluation of FSRP	Principal, Instructional Coaches, Teachers	Curriculum Development, Instructional Planning, Collaboration	Once per month
Super Tuesday Professional Development	Principal, Instructional Coaches	Curriculum Development, Instructional Planning	Weekly
Math Day	Teachers	Showcase of lessons	1 day
Accelerated Reader Updates and Rewards	Media Specialist		Weekly
Meet with students to set individual goals for Benchmark testing	Teachers	Goal Setting	1 Week before Benchmark testing

February 2009

Activity/Action Plan	Person Responsible	Format	Time Frame
Book Talk	Principal	Reading/Study Group	2 nd Tuesday of month
Grade level planning with a focus on data analysis, effective teaching strategies, student achievement, and assessments	Grade Level/Department Chairs	Collaboration, Instructional Planning, Curriculum Development	Twice per week
Daily Classroom Observations	Principal, Instructional Coaches	Instructional Planning	Daily
Parent-Teacher Conference Day	Teachers, Principal, Instructional Coaches	Collaboration	End of month
Afterschool Program	Afterschool Teachers	Collaboration	Daily

Evaluation of FSRP	Principal, Instructional Coaches, Teachers	Curriculum Development, Instructional Planning, Collaboration	Once per month
Super Tuesday Professional Development	Principal, Instructional Coaches	Curriculum Development, Instructional Planning	Weekly
Math Day	Teachers	Showcase of lessons	1 day
Accelerated Reader Updates and Rewards	Media Specialist		Weekly
Host Family Science Night	PTO Officers, Principal, Parenting Coordinator, Math Teachers and Tutor	Informational, Collaboration	2 nd Monday of month

March 2009

Activity/Action Plan	Person Responsible	Format	Time Frame
Administer Map Testing	Instructional Coaches	Curriculum Development	1 week – 2 nd week of month
gbReview MAP data	Principal, Instructional Coaches	Data Analysis, Instructional Planning	Immediately after Benchmark testing
Grade level planning with a focus on data analysis, effective teaching strategies, student achievement, and assessments	Grade Level/Department Chairs	Collaboration, Instructional Planning, Curriculum Development	Twice per week
Daily Classroom Observations	Principal, Instructional Coaches	Instructional Planning	Daily
Goals-Based Evaluations	Principal	Collaboration, Professional Development	3 rd Week of Month
Host PTO Meeting/Family Social Studies Night	PTO Officers, Principal, Parenting Coordinator, Math Teachers and Tutor	Informational, Collaboration	2 nd Monday of month
Afterschool Program	Afterschool Teachers	Collaboration	Daily
Final Evaluation of FSRP	Principal, Instructional Coaches, Teachers	Analysis, Instructional Planning	March 1
Super Tuesday Professional Development	Principal, Instructional Coaches	Curriculum Development, Instructional Planning	Weekly
Math Day	Teachers	Showcase of lessons	1 day
Accelerated Reader Updates and Rewards	Media Specialist		Weekly
Meet with students to set individual goals for MAP testing	Teachers	Goal Setting	1 Week before MAP testing

April 2009

Activity/Action Plan	Person Responsible	Format	Time Frame
Administer Benchmark Testing	Instructional Coaches	Curriculum Development	1 week – 2 nd week of month
Review Benchmark data	Principal, Instructional Coaches	Data Analysis, Instructional Planning	Immediately after Benchmark testing
Grade level planning with a focus on data analysis, effective teaching strategies, student achievement, and assessments	Grade Level/Department Chairs	Collaboration, Instructional Planning, Curriculum Development	Twice per week
Daily Classroom Observations	Principal, Instructional Coaches	Instructional Planning	Daily
Afterschool Program	Afterschool Teachers	Collaboration	Daily
Super Tuesday Professional Development	Principal, Instructional Coaches	Curriculum Development, Instructional Planning	Weekly
Math Day	Teachers	Showcase of lessons	1 day
Meet with students to set individual goals for Benchmark testing	Teachers	Goal Setting	1 Week before Benchmark testing
Host PTO Meeting/Family Academic Fun Night	PTO Officers, Principal, Parenting Coordinator, Math Teachers and Tutor	Informational, Collaboration	2 nd Monday of month

May 2009

Activity/Action Plan	Person Responsible	Format	Time Frame
Administer PACT	Teachers	Test administration	2 weeks – 2 nd and 3 rd week of month
Grade level planning with a focus on data analysis, effective teaching strategies, student achievement, and assessments	Grade Level/Department Chairs	Collaboration, Instructional Planning, Curriculum Development	Twice per week
Daily Classroom Observations	Principal, Instructional Coaches	Instructional Planning	Daily
Goals-Based Evaluations	Principal	Collaboration, Professional Development	3 rd Week of Month
Super Tuesday Professional Development	Principal, Instructional Coaches	Curriculum Development, Instructional Planning	Weekly
Host Writing Expo	Instructional Coaches, Teachers	Showcase of Works	1 Week
Accelerated Reader Updates and Rewards	Media Specialist		Weekly
Meet with students to set individual goals for PACT testing	Teachers	Goal Setting	1 Week before PACT testing

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1:

By April 1, 2009, 20% of students in grades 3-5 will realize an increase of one performance level in ELA from the initial fall (2008) administration to the spring (2009) administration using the MAP assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Use Literacy techniques and strategies to increase reading comprehension to build fluency in reading.	ELA Teachers	August 2008	Teachers will teach students how to read fluently in order that students will comprehend what is read, decode words in isolation and connected text, and increase speed of reading while maintaining accuracy to make reading easier for all readers – thus improving reading achievement in all areas. Teachers' lesson plans will reflect use of literacy strategies. Principal will review lesson plans weekly.
Organize learning centers in classrooms that will enhance higher order thinking skills in reading.	All Teachers	August 2008	Teachers will create centers that will increase students' thinking beyond the basic recall questions to thought-provoking topics that will challenge students to think and work creatively. Students will be able to use analysis and evaluation to increasing reading. Teacher's lesson plans will reflect types of student centers and usage of centers. Principal will review lesson plans on a weekly basis.
Involve students in cooperative learning activities by grouping students for group projects and allowing students to work in pairs.	All Teachers	August 2008	Data analysis through the use of Measures of Academic Progress (MAP) and Benchmark testing will be used to group students for effective instruction for students. Teachers will meet weekly to discuss data and grouping for effective instruction. Meeting notes will be checked for each grade level. The principal and coaches will develop a schedule for attendance at grade level meetings. The principal observation notes will indicate grouping of students. Teachers will keep

			groupings in their data notebooks and will show instruction for grouping in their lesson plans.
Provide students with effective reading vocabulary strategies in an innovative curriculum in Interdisciplinary learning.	All Teachers	Sept. 2008	Word Walls, Word Trees, Bubble Map for overused words, and Word Charts and Maps to extend the students knowledge and use of higher level vocabulary. Teachers and students will display this vocabulary development on walls and in student notebooks. The principal will check for word walls when observing classrooms. Coaches will check student notebooks on a weekly basis for vocabulary activities.
Continue to train teachers in Learning/Reading styles which is a process that addresses students' learning modalities.	Instructional Coaches	August 2008	Teachers will learn students' learning/reading styles to help them to improve on their areas of reading weaknesses and to capitalize on their reading strengths. Principal observations will note teachers using various teaching styles. Teachers will indicate in their lesson plans how they will accommodate different types of learners. Grade level chairs will check lesson plans on a weekly basis.
Provide training to teachers on alternative assessments and other innovative teaching strategies.	Instructional Coaches	August 2008	Teachers will learn students' learning/reading styles and will provide assessments based on those styles. Principal observations will note teacher using various assessment styles and teachers will indicate in their lesson plans how they will accommodate different types of learners through their assessments.
Teachers will implement flexible grouping to address students' reading needs.	All Teachers	Sept. 2008	Data analysis through the use of Measures of Academic Progress (MAP) and Benchmark testing will be used to group students for effective instruction for students. Teachers will meet weekly to discuss data and grouping for effective instruction. Teachers will keep groupings in their data notebooks and will show instruction for grouping in their lesson plans. Principal and instructional coaches observations will note use of flexible groupings
The instructional coaches will teach demonstration lessons, assist teachers with planning, and lead grade level discussions in data analysis and interpretation. The instructional coaches will meet with individual teachers to work on effective teaching strategies, classroom management, flexible grouping and instructional design.	Instructional Coaches	August 2008	Instructional coaches will keep documentation which will be provided through the Teacher "Request for Assistance Forms", minutes from grade level meetings, instructional coaches logs and copies of data sheets.

A school-wide Accelerated Reading (AR) Program will be implemented to encourage reading and to reward students for reading and successfully passing the reading tests.	Media Specialist All Teachers	August 2008	Students will use AR after reading books to take tests for understanding and comprehension of stories. Students will be rewarded with prizes for points earned. Documentation will be kept by the Media Specialist of Accelerated Reading Test Data, teachers' lesson plans, principal observations and end of the year AR program agenda. AR data will be checked and posted on a weekly basis. As student join points clubs, their names will be announce via the intercom system and they will receive their prizes as they earn points weekly. Students will be acknowledged at the end of the year Awards Ceremony by the principal.
Compass Learning, a computer assisted instructional program, will be used to address and assess, individual student reading needs. Data will be collected, analyzed and compared with other reading data to guide instruction.	All Teachers	August 2008	Teachers will use the computer lab and the mobile computer lab to integrate technology in instruction. Students will use the labs on a weekly basis. A rotating schedule will be developed by the principal. Teachers and the principal will keep documentation which will be provided through Compass Learning data, computer usage data, and lesson plans.
Reading instruction will be a component of the school's homework center. The center's reading instruction and/or activities will be correlated to standards addressed in the classroom.	Homework Center Teachers	Sept. 2008	The homework center will be an extension of the regular school day with instruction being provided by classroom teachers on skills taught throughout the day that need to be reinforced in the homework center. Documentation will be provided through Homework Center Forms, Homework Center Lesson Plans, and professional development activity agendas. Lead teacher of Homework Center will keep documentation.
The principal and faculty will design and implement a data-driven, research-based professional development plan with a high emphasis on reading instruction. The plan shall contain strong evaluation, design, learning and collaboration components.	Principal Instructional Coaches Consultants Teachers	July 2008	Teachers will be surveyed on their professional development needs and a plan will be created and implemented based on teacher and student needs. Documentation will be provided through Professional Development Plan, teacher surveys, professional development evaluation forms, and agendas. Principal and instructional coaches will keep documentation.
Train teachers to incorporate technology in classroom instruction.	Instructional Coaches District Technology Staff	August 2008	Teachers will use technology to support instruction and to actively engage students in learning. Documentation will be noted by the use of the computer lab and mobile lab (sign in notebook), student work displayed, teachers' lesson plans and principal observations. The principal will keep all

			documentation.
Teachers will use Thinking Maps in order to help students become more effective writers.	Instructional Coaches	Sept. 2008	Thinking Maps will be used to assist students in sequencing of events, progression of plot, story outline, cause and effect, compare and contrast, and other strategies. Teachers will include documentation of the included organizational skill in their lesson plans. Documentation will be kept by the principal.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2:

By April 1, 2009, 20% of students in grades 3-5 will realize an increase of one performance level in mathematics from the initial fall (2008) administration to the spring (2009) administration using the MAP assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Use hands-on materials, manipulatives and other resources for instruction.	Math Teachers	August 2008	Teachers will incorporate the use of these resources to meet the needs of all student learning styles. Students will participate in the kinesthetic learning which will reinforce their understanding and comprehension of the concept. Teachers will include documentation of weekly hands-on strategies in their lesson plans. Principal will keep documentation.
Provide Every Day Calendar Math activities daily to students to improve mathematics skills and retention of math concepts.	Principal	August 2008	Every Day Calendar Math builds on math concepts a little at a time, every day. Teachers will include documentation of the lesson/check-up in their plans. The principal and teacher coaches will complete classroom observations.
Involve students in cooperative learning activities by grouping students for group projects and allowing students to work in pairs.	All Teachers	August 2008	Data analysis through the use of Measures of Academic Progress (MAP) and Benchmark testing will be used to group students for effective instruction for students. Teachers will meet weekly to discuss data and grouping for effective instruction. Teachers will complete grade level meeting forms and submit them to the principal. The principal and instructional coaches will develop a schedule and attend grade level meetings. Teachers will keep groupings in their data notebooks and will show instruction for grouping in their lesson plans. Grade level chairs will check lesson plans on a weekly basis for evidence of grouping.

Provide training to teachers on alternative assessment and other innovative teaching strategies.	Instructional Coaches	August 2008	Teachers will learn students' learning styles and will provide assessments based on those styles. Accommodations for students will be made on a daily basis (differentiation of instruction and flexible grouping). . Principal observations will note teachers using various assessments. styles and teachers will indicate in their lesson plans how they will accommodate different types of learners through their assessments.
A math day will be held monthly with mathematics instruction, games and activities occurring throughout the day to strengthen students' math skills and for students' enjoyment of math activities.	Math Teachers Math Tutor Instructional Coaches	Sept. 2008	Math day will be held to help students learn/review/use various math skills to work on projects. Documentation will be provided through flyers announcing Math Day, math tutor log, instructional coaches' logs, and teachers' lesson plans. The Math Tutor will keep documentation.
Teachers will implement flexible grouping to address student reading needs.	All Teachers	Sept. 2008	Data analysis through the use of Measures of Academic Progress (MAP) and Benchmark testing will be used to group students for effective instruction for students. Teachers will meet weekly to discuss data and grouping for effective instruction. Teachers will keep groupings in their data notebooks and will show instruction for grouping in their lesson plans. Principal and Instructional Coaches observations will note use of flexible groupings.
The instructional coaches will teach demonstration lessons, assist teachers with planning, and lead grade level discussions in data analysis and interpretation. The instructional coaches will meet with individual teachers to work on effective teaching strategies, classroom management, flexible grouping and instructional design.	Instructional Coaches	August 2008	Instructional Coaches will keep documentation which will be provided through the Teacher "Request for Assistance Forms", minutes from grade level meetings, instructional coaches logs and copies of data sheets. Documentation will consist of lessons demonstrated, meetings attended/conducted, and assistance provided on a daily basis.
The math tutor will assist teachers with lessons, assist teachers with planning, and participate in grade level discussions in data analysis and interpretation. The math tutor will meet with teachers to work on teaching strategies, classroom management, flexible grouping and instructional design.	Math Tutor	Sept. 2008	The math tutor will work with individual teachers and groups of teachers to develop effective lessons and work on effective teaching strategies. Documentation will be provided by the math tutor's daily schedule and copies of data sheets. The principal will check the schedule on a monthly basis.
Compass Learning, a computer assisted instructional program, will be used to address and assess, individual student math needs. Data will be collected, analyzed and compared with other math data to guide instruction.	All Teachers	August 2008	Students will use Compass Learning daily to reinforce learning that has taken place in the classroom. Documentation will be kept by teachers through Compass Learning data and computer lab usage sheets. The principal will note and keep

			documentation on lab content usage.
Math instruction will be a component of the school's homework center. The center's math instruction and/or activities will be correlated to standards addressed in the classroom.	Homework Center Teachers	Sept. 2008	The homework center will be an extension of the regular school day with instruction being provided by classroom teachers on skills taught throughout the day that need to be reinforced in the homework center. Documentation will be provided through Homework Center Forms, Homework Center Lesson Plans, and professional development activity agendas. Lead teacher of Homework Center will keep documentation.
The principal and faculty will design and implement a data-driven, research-based professional development plan with an emphasis on math instruction. The plan shall contain strong evaluation, design, learning and collaboration components.	Principal Math Tut Instructional Coaches Consultants	Teachers	Teachers will be surveyed on their professional development needs and a plan will be created and implemented based on teacher and student needs. Documentation will be provided through Professional Development Plan, teacher surveys, professional development evaluation forms, and agendas. Principal and instructional coaches will keep documentation.
Train teachers to incorporate technology in classroom instruction.	Instructional Coaches District Technology Staff	August 2008	Teachers will use technology to support instruction and to actively engage students in learning. Documentation will be noted by the principal by the use of the computer lab and mobile lab (sign in notebook), student work displayed, teachers' lesson plans and principal observations.
Use math manipulatives as instructional resources to assist students in learning mathematics concepts	Math Teachers Math Tutor	August 2008	Students will use manipulatives to assist in their learning of mathematical concepts. Documentation will be reflected in teachers' lesson plans and principal observations. Principal will keep all documentation.
The math tutor will work with small groups of students who need assistance as determined by their PACT scores, Benchmark and MAP assessments and teacher recommendations.	Math Tutor	August 2008	The math tutor will meet with teachers to gain an insight on students' performance skills. The math tutor will work with students who are in need of extra assistance. The math tutor will document assistance provided to students in a daily log and in lesson plans.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 3:

By April 1, 2009, 20% of students in grades 3-5 will realize an increase of one performance level in science from the initial fall (2008) administration to the spring (2009) administration using the MAP assessment.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Teachers will participate in science professional development activities at school and on the district level.	Science Coach	August 2008	Teachers will be surveyed on their professional development needs in the area of science and activities will be implemented throughout the year to address those needs. Documentation will be provided through the use of the science coach's log, teacher surveys and meeting agendas. The science coach will keep up with documentation.
Review Benchmark data from 2007-2008 to note patterns such questions students missed to address instructional needs.	Science Teachers Science Coach	August 2008	To improve science instruction, teachers will review past Benchmark data to effectively plan for instruction. Documentation will be provided through lesson plans, meeting notes, and Benchmark data. The science coach will keep up with documentation.
Conduct goal setting conferences with individual students prior to Fall, Winter, and Spring Benchmark testing and PACT.	All Teachers	Sept. 2008	Teachers will hold individual conferences with students to discuss current Benchmark assessments. These conferences will reinforce the importance of academic gains and promote higher student achievement. Documentation of dates and student's goals will be kept by teachers and completed forms will be kept in data notebooks.
Use data walls in classes to show improvement in instruction, learning and assessment over a given period of time	All Teachers	Sept. 2008	The visual representation will serve as a reminder and reinforcement of the individual student's progress as well as supporting the mathematic concept of

			graphing. Students will be responsible for adding their own data on the charts. The science coach will keep up with documentation.
Use science kits (FOSS, STC) in all science classes.	Science Coach Science Teachers	Sept. 2008	Students will use at least 2 research-based science kits throughout the year to achieve scientific literacy and hands-on science experiences. The science coach will keep up with documentation.
Students will use science journals to record learning experiences in science.	Science Teachers	Sept. 2008	Students will use the journals to reflect on their learning experiences in science and to record data for science kit activities. The science teacher will keep journals in the classroom. Journals will be checked on a monthly basis by the science coach.
Teachers will use science journals to reflect on effective instructional practices	Science Coach	Sept. 2008	Teachers will reflect on their teaching strategies for student learning in science journals. Journals will be kept in teachers' possession. The science coach will provide professional development on journaling. Teachers will bring their journals to a monthly science grade level meeting to share strategies and successes. The science coach will keep up with documentation.
Administer science Benchmark assessments as stated in district calendar.	Science Coach Instructional Coaches Principal	Sept. 2008	The principal will create a testing schedule that classes will follow for testing. The instructional coaches will monitor testing in the computer lab. Science coach and instructional coaches will maintain data and share with teachers. Teachers will also keep assessment documentation. The science coach will keep up with documentation.
The science coach will assist with lessons, assist teachers with planning, and lead grade level discussions in data analysis and interpretation. The science coach will meet with individual teachers to work on effective teaching strategies, classroom management, flexible grouping and instructional design.	Science Coach	August 2008	The science coach will keep documentation which will be provided through the Teacher "Request for Assistance Forms", minutes from grade level meetings, Instructional Coaches logs and copies of Data Sheets.
The principal and faculty will design and implement a data-driven, research-based professional development plan with an emphasis on science instruction. The plan shall contain strong evaluation, design, learning and collaboration components.	Principal Science Coach Consultants	July 2008	Teachers will be surveyed on their professional development needs and a plan will be created and implemented based on teacher and student needs. Documentation will be provided through Professional Development Plan, teacher surveys, professional development evaluation forms, and agendas. Principal and instructional coaches will keep documentation.
Train teachers to incorporate technology in classroom instruction.	Instructional Coaches	August 2008	Teachers will use technology to support instruction and to actively engage students in learning. Documentation will

	District Technology Staff		be noted by the use of the computer lab and mobile lab (sign in notebook), student work displayed, teachers' lesson plans and principal observations. The instructional coaches will keep up with documentation.
Compass Learning, a computer assisted instructional program, will be used to address and assess, individual student science needs. Data will be collected, analyzed and compared with other science data to guide instruction.	Science Teachers	August 2008	Students will use Compass Learning daily to reinforce learning that has taken place in the classroom. Documentation will be kept by teachers through Compass Learning data and computer lab usage sheets. The science coach will keep up with documentation.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1:

By April 1, 2009, the principal will ensure that 100% of teachers provide instruction that is standards-based, rigorous and of high quality. These efforts will result in 20% of students tested in grades 3-6 realizing an increase of one level in English Language Arts, Mathematics, and Science, from the initial fall (2008) administration to the spring (2009) administration using the MAP assessment.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide staff development sessions in English language arts, Mathematics, Science and Social Studies, and Technology.	Principal Instructional Coaches	August 2008	These initial sessions along with follow-up trainings will instruct teachers in becoming strategic in their efforts to meet student needs. Teachers will become more knowledgeable in these critical areas and increased student achievement will be the result. Documentation will be evident through professional development agendas which will be kept by the principal and the instructional coaches.
Provide professional development in Differentiated Instruction, Flexible Grouping and Data Analysis.	Principal Instructional Coaches	August 2008	These initial sessions along with follow-up trainings will instruct teachers in becoming strategic in their efforts to meet student needs. Teachers will become more knowledgeable in these critical areas and increased student achievement will be the result. Documentation will be evident through professional development agendas which will be maintained by the coaches and the principal.
Monitor development and use of common assessments for teachers that are aligned with the Nifty-Nine curriculum.	Principal	August 2008	Smaller, focused common assessments will be used at shorter intervals of time so that students will retain information and be assessed immediately after instruction is delivered; thus students should show greater gains on the Benchmark Assessment, on MAP and the achieve goals in the FSRP. Students Samples of

			common assessments and test results will be maintained by teachers and instructional coaches.
Monitor the use of technology, differentiated instructional strategies and evidence of flexible grouping.	Principal Instructional Coaches	Sept. 2008	Teachers will use various forms of instruction to meet the needs of all students through the use of differentiated instruction, flexible grouping and the use of technology. Samples of lesson plans, observations, and the computer lab schedule denoting the use of differentiated instruction, flexible grouping and computer use will be maintained by principal and instructional coaches.
Observe collaborative work sessions for the teachers to analyze student data and design lesson plans during grade level meetings and staff development Tuesdays.	Principal Instructional Coaches	August 2008	Teachers will meet twice per week in their grade level meetings and once per week on Super Tuesdays to discuss student achievement, data analysis, effective teaching strategies and assessments to improve student achievement. Documentation will be maintained by teachers, instructional coaches and the principal.
The principal will provide constant instructional monitoring by conducting daily walk-throughs of teachers. The principal will also conduct both formal and informal observations.	Principal	August 2008	To ensure that teachers are teaching to the standards and are using the curriculum to improve student achievement, the principal will observe teachers daily. The principal will maintain documentation of observations.
The principal shall provide instructional feedback to teachers by conducting conferences.	Principal	August 2008	To ensure that teachers are teaching to the standards and are using the curriculum to improve student achievement, the principal will conference with teachers regularly and will provide feedback as needed. The principal will maintain documentation of conference notes and feedback.
The principal will review lesson plans and provide appropriate feedback to teachers.	Principal	August 2008	To ensure that teachers are teaching to the standards and are using the curriculum to improve student achievement, the principal will review lesson plans weekly and will provide feedback as needed. The principal will maintain documentation of lesson plan feedback.
Provide training for teachers and staff in accessing and utilizing MAP data.	Principal Instructional Coaches Media Specialist	Sept. 2008	Teachers will participate in sessions which will develop their ability to access and retrieve data from the NWEA website. These sessions will build teachers' competence in the use of the data. Documentation will be available through training records and student/teacher artifacts and will be maintained by the principal and instructional coaches.
Provide resources and time allotment for a school-wide Book Study.	Principal Teachers	October 2008	All teachers and staff members will participate in a common Book Study that will be applicable to all content areas. This Book Study will provide an

			opportunity to develop a Community of Learners among the faculty. Documentation will be available through attendance records and completed journal responses which will be maintained by teachers and checked by the principal.
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FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 2:

By April 1, 2009, 18% of students in grades 3-5 will realize an increase of one performance level in science from the initial fall (2008) administration to the spring (2009) administration using the MAP assessment.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development activities for all science teachers in order for them to understand the conceptual story line for at least 2 research-based kits in use in their grade.	Principal Science Coach	August 2008	The Science Coach will work with teachers on a daily basis to help teachers understand each research-based science kit. The principal will schedule professional development activities as needed. The Science Coach will keep agendas of all science professional development activities along with the Science Coach's log and weekly team meeting forms. The principal will review the log on a monthly basis.
Provide individual student science journals for reflection and science.	Principal	August 2008	Teachers will assist students in gaining an understanding and awareness of the importance of their science experiences and phenomena through journaling. Science journals will be updated on a regular basis and maintained by students. These journals will be kept in students' homeroom class. Journals will be checked on a monthly basis by the Science coach. The principal will check each student's journal on a quarterly basis.
Provide time and materials necessary for teachers to depict student achievement on Data Walls. Teachers will record students' individual MAP growth on charts displayed in hallways and classrooms.	Principal All core subject teachers	October 2008	The visual representation will serve as a reminder and positive reinforcement of the individual student's progress. Documentation will be evident in the hallway and classroom displays. The science coach will keep up with documentation.
Provide time and assistance in utilizing available data to determine areas of student strengths and	Principal All core subject	October 2008	This data will be used to organize small groups for instruction to address individual student needs.

weaknesses for small group instruction.	teachers		Groups will be based on RIT scores that will focus on areas of concern. Documentation of topics and attendance at sessions will be kept by each teacher. The principal will check lesson plans on a weekly basis and provide feedback to teachers.
Provide celebrations throughout the school year to recognize student achievement.	Principal All teachers	October 2008	Students will be recognized for high achievement as well as growth in achievement at a quarterly student recognition assembly. Data for selection of students will be based on MAP testing and nine-weeks reporting. Documentation will be available through grade level list hallway displays, and assembly agendas, and will be kept by the teacher. The principal will award certificates at quarterly assemblies.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation

District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators’ Instructional Leadership Goal 1:

By April 1, 2009, the district will provide professional development to enable teachers to improve the achievement level of students in ELA and Mathematics. These efforts will result in 15% of students tested in grades 3-6 realizing an increase of one level on the English Language Arts 2009 PACT assessment, 10% on the Mathematics 2009 PACT assessment, and 5% on the Science 2009 PACT assessment as compared to the 2008 PACT assessment which will result in Hunter-Kinard-Tyler Elementary meeting Expected Progress. This increase will be measured by the spring 2009 MAP assessment as correlated to the 2009 assessment using the NWEA MAP/PACT correlation chart.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide an updated 3-6 grade curriculum with pacing guides, standards and blueprints.	Elementary Supervisor Principal Instructional Coaches	August 2008	Teachers will use the curriculum and pacing guide to ensure all standards are taught before the MAP assessment. This will be documented by a registry teachers and the content area curriculum received, and will be kept by the principal.
Provide staff development that is relevant to the reading and math standards. Survey teachers to assist with determining professional development needs. Develop and implement individualized professional development program matched to PACT and MAP data to aid teachers in the delivery of reading and mathematical instruction.	Elementary Supervisor Principal Instructional Coaches Consultant District level	July 2008	Teachers will be provided regular professional development of reading and math standards. The principal will keep documentation such as agendas from professional development sessions and surveys
Provide weekly Staff Development Tuesdays from 1:30 pm -3:30 pm to build professional learning communities.	Assistant Supt. Of Human Resources and Staff	August 2008	Tuesday’s staff development will be used for teachers to collaborate on the pacing of the curriculum, reviewing data to determine what strategies need to be improved to increase student achievement. This will be

	Development		documented by attendance logs that the principal will maintain.
Provide training on the use and application of the updated curriculum and pacing guides.	Assistant Supt. Of Teaching and Learning Instructional Coaches	August 2008	Instructional Coaches will offer training on the updated curriculum and pacing guides to offer assistance in the effective use of these guides. Documentation will be evident through lesson plans and student work. Instructional coaches will maintain documentation.
Provide technology to improve instruction.	Superintendent Director of Finance Director of Technology	August 2008	Technology will be used to enhance instruction and improve student learning. The district will provide funds for Measures of Academic Progress, Compass Learning, and Scantron to be used by teachers and students to increase student achievement. Instructional coaches will maintain documentation.
Provide three paid days of Summer Training @ \$200.00 per day.	Superintendent Assistant Supt. Of Human Resources and Staff Development	July 2008	Teachers will be trained on the use of MAP and Scantron data, to better prepare them as classroom teachers. They will be given instruction on differentiated instruction and flexible grouping. They will be given time to develop a chart of information on their incoming students. Instructional coaches will maintain documentation.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2:

By April 1, 2009, the district will provide an updated curriculum to enable teachers to improve the achievement level of students in ELA and Mathematics. These efforts will result in 15% of students tested in grades 3-6 realizing an increase of one level on the English Language Arts 2009 PACT assessment, 10% on the Mathematics 2009 PACT assessment, and 5% on the Science 2009 PACT assessment as compared to the 2008 PACT assessment which will result in Hunter-Kinard-Tyler Elementary meeting Expected Progress. This increase will be measured by the spring 2009 MAP assessment as correlated to the 2009 assessment using the NWEA MAP/PACT correlation chart.

(The desired result is a positive impact on student achievement that supports the school's FSRP and aligns with the district administrators' responsibilities stated in the ERT process.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide an updated 3-6 grade curriculum with pacing guides, standards and blueprints.	Assistant Supt. Of Teaching and Learning Principal Instructional Coaches	August 2008	Teachers will use the curriculum and pacing guide to ensure all standards are taught before the MAP assessment. This will be documented by a registry teachers and the content area curriculum received that will be maintained by the principal.
Provide staff development that is relevant to the science and social studies standards. Survey teachers to assist with determining professional development needs. Develop and implement individualized professional development program matched to PACT and MAP data to aide teachers in the delivery of reading and mathematical instruction.	Elementary Supervisor Principal Instructional Coaches Consultant District level	July 2008	Teachers will be provided regular professional development of science and social studies standards. The principal will keep documentation such as agendas from professional development sessions and surveys
Monitor the use of curriculum by classroom teachers	Elementary Supervisor Principal	August 2008	Teachers will use the district's curriculum on a daily basis along with the pacing guides in all subjects. The Elementary Supervisor will visit classes regularly and will consult with the teacher and the principal on areas

			of concern and or need. The principal and supervisor will keep notes of visits.
Provide weekly Staff Development Tuesdays from 1:30 pm -3:30 pm to build professional learning communities.	Assistant Supt. Of Human Resources and Staff Development	August 2008	Tuesday's staff development will be used for teachers to collaborate on the pacing of the curriculum, reviewing data to determine what strategies need to be improved to increase student achievement. This will be documented by attendance logs which will be maintained by the principal.
Provide training on the use and application of the updated curriculum and pacing guides.	Assistant Supt. Of Teaching and Learning Instructional Coaches	August 2008	Instructional Coaches will offer training on the updated curriculum and pacing guides to offer assistance in the effective use of these guides. Documentation will be evident through lesson plans and student work and will be maintained by the instructional coaches.
Provide three paid days of Summer Training @ \$200.00 per day.	Superintendent Assistant Supt. Of Human Resources and Staff Development	July 2008	Teachers will be trained on the use of MAP and Scantron data, to better prepare them as classroom teachers. They will be given instruction on differentiated instruction and flexible grouping. They will be given time to develop a chart of information on their incoming students. The instructional coaches will maintain documentation.

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Benchmark Assessments – periodic assessments that are aligned with the Orangeburg Consolidated School District Four Curriculum (Anderson 5 Curriculum).

Compass Learning (Accelerated Reading) – technology-based and standards-based computerized personalized reading and math instructional resource designed to align student MAP assessment results with appropriate instructional content.

Data Walls – Visual charts displaying results of various student assessments

Differentiated Instruction - a process to approach teaching and learning for students of differing abilities (varying background knowledge, readiness, language, preferences in learning, interests) in the same class and to react responsively. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

Every Day Counts Calendar Math is a research-based program aligned with the National Council of Teachers of Mathematics (NCTM) standards. For 10–15 minutes each day, the program will provide daily exposure to critical math concepts such as place value, mental math, measurement, time, money, geometry, estimation, patterns and algebraic thinking, graphing, and statistics.

Flexible Grouping – a method of grouping students based on initial assessments and dividing them by their need for review, re-teaching, practice or enrichment. Such groups are temporary based on a single lesson or objective, a set of skills, a unit of study, or a major concept or theme.

Manipulatives - A mathematical manipulative is an object which is designed so that the student can learn some mathematical concept by manipulating it. The use of manipulatives provides a way for children to learn concepts in developmentally appropriate, hands-on ways. Mathematical manipulatives are used in the first step of teaching mathematical concepts, that of concrete representation.

Measures of Academic Progress (MAP) - state-aligned computerized adaptive assessments that provide accurate, useful information about student achievement and growth.

Northwest Evaluation Association (NWEA) - The Northwest Evaluation Association (NWEA) is a national non-profit organization dedicated to helping all children learn. NWEA provides research-based assessments, professional training, and consulting services to improve teaching and learning.

Palmetto Achievement Challenge Test (PACT) – South Carolina state assessment for grades 3-8

Rasch Unit (RIT) - A RIT score is a number that indicates a student's instructional level. Students get an overall RIT score at the end of a Measures of Academic Progress (MAP) assessment or Achievement Level Test (ALT). In addition, RIT score ranges are reported for each goal area of a test.

Science Kits - (FOSS and STC) – a complete modular science program that engages students in inquiry in order to understand science concepts through students' own investigations and analyses, using laboratory equipment, student readings, and interactive technology.

Super Tuesdays – On Tuesdays, Orangeburg Consolidated School District Four releases students at 1:20 to allow principals, teachers and district staff additional professional development time.